FINAL SYNOPSIS OF THE THESIS TITLED

"A STUDY ON TRAINING AND DEVELOPMENT OF NEW MANGALORE PORT TRUST EMPLOYEES"

SUBMITTED TO MANGALORE UNIVERSITY FOR THE AWARD OF Ph.D (Commerce).

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INTRODUCTION

Human Resources have played a significant role in the economic, social and political development in developing and advanced countries such as India, Sri Lanka, Brazil, United States of America, Britain and Japan. In developing countries it is a paramount importance of economics and social development, it can therefore be concluded that a developing country like India, with its rich natural resources, and demographic dividend, national ports and the necessary financial support can also experience such economic success provided appropriate attention is given to the training and development of her human resource. It is thus seen that in India the government is taking adequate steps to ensure that demographic dividend acquires the necessary knowledge, skills and competence.

The provision of secondary and technical schools, vocational training institutes and colleges, universities, professional and tertiary institutions, as well as the educational reforms currently taking place in the country, are all geared towards the acquisition of skills and knowledge to ensure effectiveness and efficiency in our workplaces.

With these efforts by the government and organizations it has become necessary for organizations to provide long and systematic training and development programmes for its employees. This is because every aspect and activity of an organization involves people. For instance, a manager in an organization will not be successful until he has subordinates who are well equipped with skills, talent and knowledge.

To manage an organization, both large and small, requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite skills, knowledge, abilities and competencies needed to work. As a result, many require extensive

training to acquire the necessary skills, knowledge, abilities, competencies to be able to make substantive contribution towards the organization's growth and development.

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to the their training and career needs. Training and development are the processes of investing in people so that they are equipped to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform.

It goes without saying therefore that the training and development of employees is an issue that has to be faced by every organization. However, the amount, quality and quantity of training carried out, vary enormously from organization to organization. The factors influencing the quantity and quality of training and development activities include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in work.

Many organizations meet their needs for training in an ad hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. Other organizations however set about identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training. It is worth noting that India has a huge public sector, employing the highest number of human resources with varied skills. One such organization in the public sector is New Mangalore Port Trust. The study intends to investigate the impact of

training and development on employee performance and productivity of the New Mangalore Port Trust.

THEORETICAL CONCEPTS OF TRAINING EDUCATION AND DEVELOPMENT

Training increases knowledge and skills for doing a particular job. Bridges the gap between the desired and the actual knowledge, skill and behaviour required to carry out a job oriented and vocational in nature. Short term activity designed specially for observations in the organization.

Development is a broader term. Growth oriented enabling the employees to attain higher positions. A continuous and on going process and the result of internal motivation. It is future oriented, focusing on personal growth of the employees, improve decision making skills, interpersonal competence.

Reid and Barrington (2001) education aims at developing knowledge skills, attitudes in all aspects of life rather than a knowledge or skill relating to only a limited field of activity. In a job situation, education is training people to do a different job. It is often given to people who have been identified as being promotable, being considered for a new job either lateral or upward or to increase their potential.

Reid and Barrington (2001) Development is training people to acquire, new horizons, technologies, or view points. It enables leaders to guide their organization on to new expectations by being proactive rather than reactive. It enables workers to create better products, faster service and more competitive organizations.

Training is the key to continuous effective existence of the employees in the organization. Training is a Natural part of employees every day work load and they are always aware that they could not continue to survive for a long period without proper training. Education is

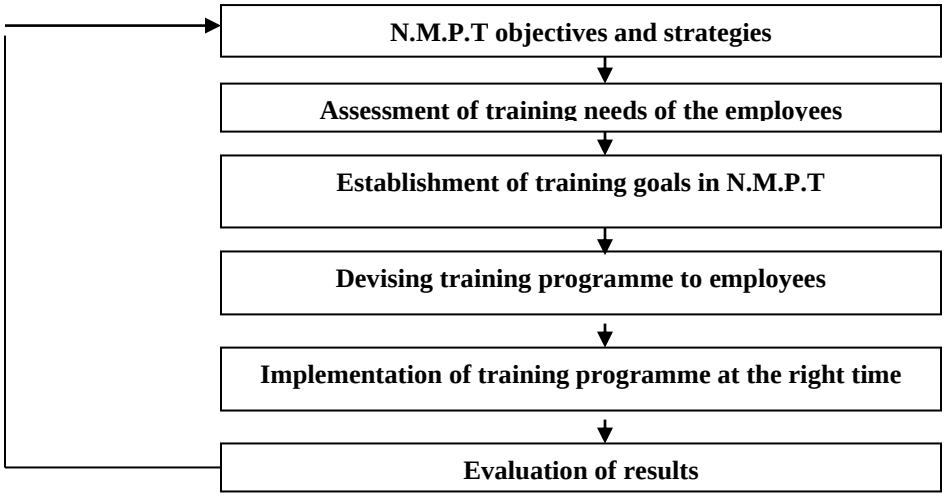
required and as a part of training, future training is required as part of their development.

<u>Training</u>: - Impact skill, attitude, and knowledge for direct application to task or job.

<u>Education</u>: - adopt skills, attitude, and knowledge, for application to life.

<u>Development</u>: - Adopt skills, attitude and knowledge for application to a future role.

Figure 1: Steps for training process are as follows


N.M.P.T objectives and strategies
Assessment of training needs of the employees
Establishment of training goals in N.M.P.T
Devising training programme to employees
Implementation of training programme at the right time
Evaluation of results

Source: developed by researcher

<u>Some basic theoretical concepts</u>

Coaching and Mentoring: workers and managers alike develop themselves by interacting with those they admire and by building trusting relationships with people who nurture, support and guide them. It focuses on establishing mutual understanding and its confidentiality.

Skill Variety: the degree to which the job requires the person to different activities so that he can use a number of different skills and talents.

Design thinking: design thinking is the ability to think like a designer. It is an open minded problem solving approach incorporating. A human

centered approach putting human beings centre of any creation, with the ability to emphasize with the people.

Autonomy: the degree to which the job provides freedom, independence and discretion to individual in scheduling the work and deciding the procedures to be used to do the job.

Values: Values are core of the culture. Both values and beliefs provide guidelines for employees to follow in their work. Values provide sense of direction and shape behavior. They indicate what matters are to be attended carefully.

Quality of work life: Extent to which employees enhance their personal lives through their work environment and experience.

Role play: to translate theoretical knowledge into action plans and to promote human relation skills.

Sensitivity Training: to promote self awareness and its impact on others.

Competence: abilities based work or job responsibilities.

Competency: the abilities based on behaviour and decision making.

Coaching: a development activity where a manager takes an active role in guiding another manager.

Development: development represents those activities that prepare an employee for future responsibilities.

Counseling: Counseling is the discussion of an employee's problem with the general objective of helping the worker cope it.

Discipline: a condition in the organisation when employees conduct themselves in accordance with the organisation's rules and standards of acceptable behaviour.

Empathy: the ability to put one's self in another place to understand the other person's views and feelings.

Human Resource: Human resources are the people who are ready, willing and able to contribute to organisational goals.

Human Resource Management (HRM): a process consisting of the acquisition, development, motivation, and maintenance of human resources.

Human Resource Planning: the process by which an organisation ensures that it has right number and kinds of people, at the right place, at the right time, capable of effectively and efficiently completing those tasks that will aid the organisation in achieving its overall objectives.

Learning: a relatively permanent change as a result of experience.

Performance Standards: performance standards are the benchmarks against which performance is measured.

Productivity: Productivity is the ratio of a firm's output (goods services) divided by its input (people, capital materials, energy)

Quality of work life: quality of work life means having good supervision, good working conditions, good pay and benefits and interesting, challenging and rewarding job.

Training: training represents activities that teach employees how to perform their present jobs.

Vestibule training: vestibule training occurs off the job on equipment or methods that are highly similar to those used on the job. This technique minimizes the disruption of operations caused by training activities.

Competency management: it is a joint process that involves both the supervisor and the employees, who identify common goals, which correlate to the higher goals of the institution. The process results in the establishment of written competency expectations later used as measurers for feedback and competency evaluation.

Competency mapping: a competency map is a list of an individual's competencies that represents the factors most critical to success in given jobs, departments, organisations or industries that are part of the individual's current career plan.

Productivity: The concept of productivity is based on the assumptions of technological relationship between inputs and outputs, both measured in physical terms.

<u>Stages in a systematic approach to training</u>

A systematic approach is applied when training is seen as the best way of overcoming a performance problem.

Key areas are –

Stage 1:- Before any work begins, it is important to establish terms of references.

The client must specify and agree with the trainer exactly what has to be done and thus indicate a commitment to and an ownership of the project. Without the background of training, the new managers find it difficult to frame terms of reference and it is appropriated that the trainer should be involved in negotiating and training them.

Stage 2:- Further investigation

In case the investigation is incomplete, insufficient, inconclusive or unconvincing and the trainer has not been involved up to this point, then there may be a need to confirm previous finding or to undertake a further study of the training requirements. A number of analyses could be carried out at the point.

Job analysis involves collecting information about the jobs. During the collection stage a variety of sources and techniques like operative interviews, questionnaires, group discussions, an examination of

documents and materials are used on the job. The choice of the most appropriate technique will depend on factors such as the nature of the job being studied, the numbers doing the job and their geographical location.

In addition to jobs, analysis provided by previous training programmes which were designed to tackle the performance problem currently being studied also included.

Stage 3:- Knowledge, Attitudes and Skills (KAS) analysis

When drawing up a job specification the trainer uses information which has been collected previously and analyses the knowledge skills and attitudes associated with each task that makes up the job. These are essential for the trainer to make appropriate decisions about the nature and type of training. At this stage other forms of analysis such as task analysis, faults analysis and skills analysis also undertaken which are helpful in understanding the critical features of jobs.

Stage 4:- Analysis of the target population

Here the features of the target population, (for whom the training is to be designed) have to be determined. This includes examination of the current training and development programmes being undertaken by the trainees and the effectiveness of such programmes. At this stage the trainer might find it appropriate to match the characteristics of the target population. These characteristics would include age, experience, previous training and attainment.

Stage 5:- Training needs and content analysis

After undertaking various forms of analysis, a substantial amount of data will be collected about jobs and tasks and the people who perform them. It could be the basis for identifying the training need and the content of training.

Stage 6:- Develop Criterion Measures

The standard level of performance expected of a competent job holder has to be classified to ensure that training can be designed to achieve that level , or at least the level at which an individual can begin his or her progression to the standard of the experienced worker. Contribution by the job holder, supervisors or immediate managers gives the most reliable data to establish the performance criteria for the job.

Stage 7:- Prepare Training Objectives

Training objectives are of 3 parts.

a). Acquisition of skills and knowledge by the trainees, which make up the content of their job.

b). Describes the conditions in which the performance is carried out and includes details of equipment, job aids, environment etc.

c). Standards of performance which trainees are expected to achieve by the end of their training.

Objectives are the keys to the design of good training and are essential to assessing its effectiveness.

Stage 8:- Consider principles of learning and motivation

At this stage consideration must be given to the principles of learning and motivation such as knowledge of results, reinforcement, rehearsal, practice etc. Recognition and the application of these principles form a rational link between writing objectives and the consideration and selection of training method. It helps in realizing objectives. The training environment often has been modified and adjusted to take account the individual differences in personality, age, experience etc in the learning process.

Stage 9:- Consider and select Training methods

A number of options are available to the trainer when it comes to selecting the most appropriate form of training. It is important to try to

keep an open mind and not to be oriented towards one particular method of training from the outset. Many trainers have adopted the current fashionable methodology as a panacea to meet all training needs. Close attention must be given to constraints, target population, objectives and sometimes political implications.

Stage 10:- Design and pilot training

The design of training objectives and strategies into a balanced programme of instruction and learning package, a video, and computer based training etc. It may include a number of different methods and strategies.

Pilot training is a stage in which the training is often under pressure to leave out clients need to have total confidence in the trainer and prompt him to forge ahead. When it cannot be, clients need to be made aware of the possible short comings of such a move and trainers must take it into consideration during the validation stage.

Piloting of every aspect of the training programme including administration should be planned in detail and executed effectively.

Stage 11:- Deliver the Training

Training programmes have to be delivered properly. Trainers themselves must be trained to use a range of teaching techniques, particularly those involved in one-to-one training. The use of various forms of open learning which might include computer based training. Video and learning packages also need the support of a trained tutor or supervisor. It has been found in a number of organizations that open learning is most affective when the learner has the support of a trainer or, at least, someone whether be it a manager or a workmate, to take interest in their progress and generally act as support. Trainers should ensure that they have a look at the debriefing documents and when appropriate, attend debriefing sessions themselves.

Stage 12:- Internal Validation

Internal validation is the process of measuring trainee's performance to see if they have achieved the objectives of the training. It can be obtained in two ways. Firstly, a series of tests, exercises and assessment instruments should be designed and used to examine objectively or to check on the progress of the trainees. Secondly trainers need to seek the views of trainees on their training programme including the performance of their tutors or instructors, the learning materials and the environment.

Information from these 2 sources should assist with the identification of areas of success and failure and suggest changes and modifications to the existing programme.

Stage 13 and 14:- The application and external monitoring of training.

Once the training has been delivered and trainees are able to apply their knowledge and skills to the jobs, the process of external monitoring involves the external validation and the evaluation of the training. External validation is the assessment of whether the objectives of the training have met the needs of the trainees so that they are able to perform specific tasks, or the total job, to previously identified and acceptable standards.

Evaluation is the assessment of the total value of training. It attempts to measure the overall cost benefits of training and not just the specifics of specified objectives. It attempts to measures cost benefits as well as the operational effectiveness of training.

The need for training and development is determined by the employees performance defining computed as follows

Training and Development needs = Standard performance – actual performance

Figure 2: shows the difference between training and Learning

From Training		To Learning
Focus on short term	→	Focus on lifelong learning/development
Skill based	→	Core competency based
Driven by individual request	→	Driven by agency strategy
Concentrates on managers and executives	→	Concentrates on all employees
Assessment done by HR and/or management	→	Assessment done by all affected individuals
Training happens on site	→	Learning happens anyplace
Training is scheduled periodically	→	Learning happens in real time
Training is based on knowledge delivery	→	Learning based on creating new meaning about sharing experiences in workplace
Instructor-driven; designed by specialists	→	Self-directed
Generalized; prescriptions	→	Specific; trainees/learners determine
Trainers deliver; trainer centered	→	Facilitated jointly; learner centered

Source: Ban, Carolyn and Riccuci, Norma. Public Personnel management: Current Concerns,

Future challenges, 3rd Ed. (Addision Wesley Longman, 2002).

IMPORTANCE OF TRAINING & DEVELOPMENT

No organization has a choice of whether to train its employees or not, the only choice is that of methods. The primary concern of an organization is its viability, and hence its efficiency. There is a continuous environmental pressure for efficiency, and if the organization does not respond to this pressure, it may find itself rapidly losing whatever market

share it has. Training imparts skills and knowledge to employees in order that they contribute to the organizations depends to a considerable extent, on the skills of different employees, especially that of its managerial cadre, to align the organization successfully within its environment.

Bass has identified three factors which necessitate continuous training in an organization. These factors are technological advances, organization complexity and human relations. All these factors are related to each other. For example, technological advances tend to increase the size of an organisation, which increases its complexity. Similarly, increasing organizational complexity and technological advances also create human problems. Thus, training can play the following roles in an organization.

Development

This term is used to denote learning experiences of any kind, whereby individuals and groups acquire enhanced knowledge, skills, values or behaviour. Its outcomes unfold through time, rather than immediately, and tend to be long-lasting.

Employee development is a process to help people acquire and maintain the competence and commitment that will:

- **Improve performance, quality, customer service and long-term organizational progress**
- **Aid recruitment and retention, and stimulate and support continuous individual development.**
- **Help to enhance the skill and knowledge base of the organisation and of individuals.**

Developing people is therefore a critical process whose most powerful contributions to the business are to do with productivity, performance, knowledge development and organizational progress. Its greatest benefits

for individuals are to do with personal competence, growth, adaptability and continuous employability.

- **Increase In Efficiency**
- **Increase In Performance And Productivity**
- **Increase In Moral of Employees**
- **Better Human Relations**
- **Reduced Supervision**
- **Increase Organizational Viability And Resilience**
- **Introduction Of New Strategies And Working Methods In The Organization**
- **Advancement In Technology**
- **Organizational Polity**

RESEARCH GAP:

In the light of the above problems concerns with related to training and development of the NMPT employees, the present research study title "A Study on Training and Development of the Employees of New Mangalore Port Trust" Concentrated on training and development of NMPT employees of all the classes, that is Class I, Class II, Class III and Class IV. To examine and analyze the present training and development programmes adopted by the NMPT. In this connection a review of literature was made. The earlier literature has been classified into four types, namely a). Employee Training, b). Employee Development, c). Employee training and development, d). Employee Training and development related to ports 107 previous studies was evaluated intensively and extensively and at the same, it is not entirely exhaustive because the policy papers, opinion papers and theoretical analysis were excluded from the review.

It is clearly identified the earlier studies are not comprehensive, disintegrated and no study was made comprehensively on training and

development of NMPT employees. The present research title that is "A Study on Training and Development of Employees of New Mangalore Port Trust is filling the research gap"

STATEMENT OF THE PROBLEM

In any business, employees play a considerable role in its development. The innate quality of an individual makes him learn new things so as to increase his performance and efficiency and thereby develop. Employees look forth at the organization so that it would be possible for them to acquire new skills in order to do their job in the best possible way. As a result of this, proper understanding of the employees need and their expectations is a pre-requisite for any training programme to be effective. Hence, the following questions are very much relevant to the organization in understanding the needs of the employees, so that best practices can be put in place. Are the employees working to the best of their capacities? Are they aware about the precautions to be taken during emergencies? Are they enjoying work? How and in what ways their performance can be increased? Is there scope for developing the employees? Would it be possible for the employees to develop so as to shoulder higher responsibilities?

It is quite evident that given a chance the employees will be relentless in their quest for learning and development. The investment that is made by the organization may succeed in getting a favorable outcome or sometimes it may end in failure.

Training and development is a necessity for both and employee and the organization. From the employee's point of view, training and development is a stepping stone for enriching their career and fulfilling their personal needs. Training and development is another round of education for their knowledge which is to be applied later. So it's more of

a mutual necessity and agreement between the NMPT and the respective employees when it comes to training and development. Without proper training and development the employees become in fructuous to the organization.

The future problem lies in new technology, high productivity, multi tasking, group culture and principles and objectives of NMPT.

The New Mangalore Port Trust (NMPT) is a major employer in its nearly 34 years of existence; it has grown in size and magnitude with a strong workforce of around 3000 employees and is making rapid strides forward. Training must not end when the instructions ends. Imparting training cannot be considered as a sole responsibility of the training department. The employees have to be keen and show their involvement in learning something new. Hence, we have to examine training in the light of both the learning that has preceded it and the learning that follows. Thus we have to examine the changes that have taken place after the employee undergoes training. The employee who undergoes training has to know the reasons for undergoing it and it should be apparent to the trainees that undergo it or else there is chance that they may resist it, and it may end in failure. If the newly learned skills are not supported by habit, there is a possibility that they may be "snuffs out" unless support is provided. Hence there is need for managerial support. If something is taught in the classroom by way of coaching or explanation, it will hardly make the work attractive. There is a need to diagnose the climate, the factors which make the employees to detract from work, level of motivation, efficiency etc.

Organizations are called to avoid making training programmes mechanical, rather they should make sincere effort to increase the level of responsibility, performance standard, level of motivation, attitudinal change and quality of supervision to be carried out. When the organization

has to introduce new way of handling cargo they cannot straight away introduce it. This is because the staff may not be acquired to handle the sophisticated machines. Trainee would lose the skill if they do not use it for long time and if they cannot peruse the benefit for using it. Many departments in NMPT in association with the training cell (Dock workers and officials) under take training programme. The department ability to make the employees understand the needs and the benefits of training is quite essential so as to complete the task. There is no effective mechanism whereby the applications of skills and the change in the behaviour of the employees is measured. The trainees may not take the training seriously. Trainers may also undertake training as a routine measure; since they may not find novelty among the participants, the trainers often provide the same material without understanding the needs of the participants. This is because they themselves may not take up professional training periodically. The study is carried out to analyze these problems and suggest measures to make training more effective and to evolve a better evaluation mechanism in the present complex environment so that the employees can develop.

It is a well known fact that training enhances skills, knowledge, abilities, competencies and ultimately worker performance and productivity in organizations. In NMPT, indeed the public sector engages in training and development of staff and has departments, units and sectors in charge of training and development. NMPT is one such organization that has been practising training and development since its inception.

However, for some years now, it appears training in NMPT is unplanned and unsystematic, and several of its employees such as machine operators, junior and middle level engineers, accounts clerks, computer operators, secretaries, drivers and many other category of workers, have not qualified for any form of training nor is there any

systematic process of staff development in place. A brief interaction with some employees did show that Management of NMPT see the cost incurred in the acquisition and maintenance of plant and equipment as more relevant than the expense on training and development of its staff.

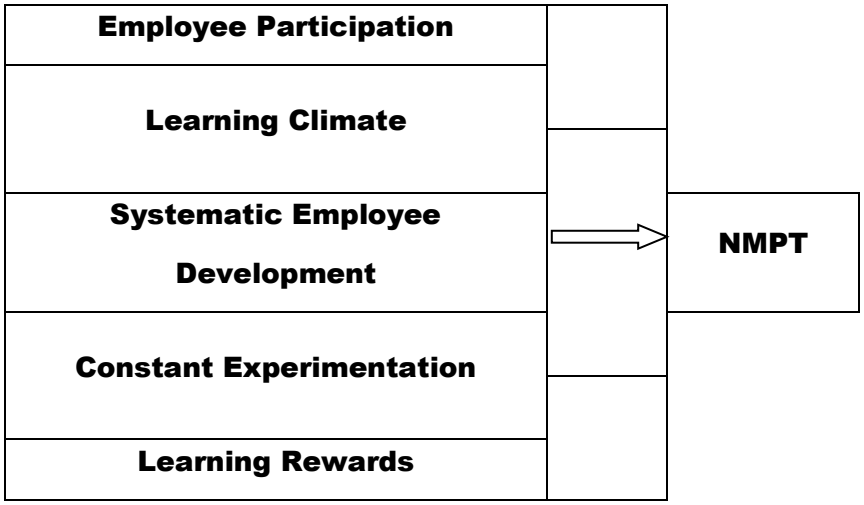
In the absence of training and development of employees by Management of NMPT, the employees sponsored themselves in furtherance of their education to obtain professional or higher level certificates. Employees who expressed the desire to pursue university education were not given any form of assistance like study leave with pay. Their applications for study leave were turned down, and those who were persistent being advised to resign. Those who sought for part-time programs were disengaged after their studies as management claimed their programs were not relevant to the job. The few ones who were retained had no promotion to match their added skills and competencies. This is believed to have led to high labour turnover in the organization. The study was therefore to assess the role of training on the human resource and how this affects worker performance.

Factor	Sample item
1. Employee participation	Policies are significantly influenced by the views of stakeholders
	Employees express opinions freely to their peers and superiors
	Employees input is accorded due attention & consideration
	Employees take part in policy and strategy formulation

2. Learning climate	**Employees make time to discuss, exchange, and learn from what happens** **Differences of all sorts are recognized and valued as essential to learning** **Mistakes are tolerated during learning and early applications**
3. Systematic employee development	**There is clear commitment to training by top management** **Education and training are carried out systematically at all levels and in all functions** **Resources for self-development are made available to all stakeholders**
4. Continuous learning and constant experimentation	**Employees are committed to questioning and constant inquiry** **Employees experiment systematically by searching for and testing new knowledge** **Employees are frequently engaged in learning and exploring new ideas** **Managers facilitate experimentation and trying new things**
5. Rewards for learning	**Rewards are given to employees for acquired skills and contributions**

Employees who take initiative and calculated risks are supported and rewarded

Figure 3:



Source: developed by the research scholar

Training and development function is essential to the NMPT's success given the many new challenges presented to NMPT by today's changing workforce and external environment. There are many strikes gheraos, & stoppage of work, lack of co-ordination among the class of employees; accidents, loss of life is not uncommon in the NMPT since its inception.

The importance of training and development has definitely addressed above said problems and an effective training and development functions of all the class of employees in NMPT will lead to growth and development in the future.

In the initial stage NMPT neglected the employees training and development for all the classes of employees. This has inspired the researcher to take up "A study on Training and Development of New Mangalore Port Trust Employees".

It is one of the fastest developing ports in India and most important gateway of Karnataka. In order to sustain the growth and effective performance the researcher has taken all the classes of employees that is Class 1, Class II, Class III and Class IV employees of the organization. It is important to optimize the contribution of all the class of employees to the aims and goals of the NMPT. An attempt has been made to identify the research gap and address the research gap.

Development of training is an integral part of training function. It helps the training professionals and the organization in many ways. Training development is helpful for taking several vital decisions in the organization and provides a lot of information.

- **Training and development of Port employees in N.M.P.T is like a umbilical cord.**
- **Training and development of Port employees in N.M.P.T contain the capricious attitude particularly of Class IV employees**
- **Training and development to Port employees facilitates to avoid Pell – Mell work culture.**

It is a well known fact that training enhances worker's performances and productivity in organizations. But in practice, development of training is a neglected area. Some of the organizations and in some of the training programmes development of training is carried out. Imparting training to the employees is important to organizational growth. Attention has been given by the industries, government and training institutions for the overall development of their employees in a systematic way. From the point of view of organizational development, there is a need to find expansive ways and means that helps to determine the efficiency and effectiveness of training activity.

The review of previous research studies shows that because of the trainee's reactions about the training and measuring the levels of training from it, the training development and evaluation stopped transfer of learning from the place of training to the workplace and estimating tangible or intangible benefits of training to the organizational effectives are rare phenomena in practice.

Since N.M.P.T is spending huge amount of money on training of their employees Class I, Class II, Class III, and Class IV, the valuable discussion on training programmes is considered essential over the years. The management should verify that they are getting value for their money in this respect. The benefits from training are easily identified and monetized. The object of a training program might be increased output or reduced scrap. Monetary value can be assigned to each piece of output or to some volume or weight of scraps and programs can be justified not only on the basis of improved productivity per employee but also on the overall effect on the return on investment of NMPT.

The investments found in the training and development programmes and the economic and non economic benefits are absolutely critical to determining how to improve NMPT activities. Many are currently struggling to develop a valid, release and operationally viable modes to measure the effectiveness of training and development progress.

Organizations are facing problems with respect to development of training approaches. Only a small percentage of organizations succeed in establishing a strong training design process. There is a need for a unifying model for training theory, research and practice that will account for the collaborative nature of and complexities involved in the training process.

In this context, the need for focusing on policies and expansion of N.M.P.T training and development programmes has been increasingly felt

necessary. Accessing the rules, problems, practices of training and development programmes in N.M.P.T at the dawn of the 21st century is particularly timely because of the impact of the intensified regional and global competition, increased pace of technological transfer and advances and continuous pressure on the effectiveness of training to justify the cost of training and development programmes of N.M.P.T. Accordingly, the present research study titled. "The training and development NMPT Employees"

RESEARCH QUESTIONS:

This study intended to answer the following four research questions. Accordingly the key research questions investigated were:

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R. Q – 1.) Does training and development have an effect on employee's performance and productivity at N.M.P.T?

R. Q – 2.) What are the existing training and development policies and practices in N.M.P.T?

R. Q – 3.) What is the major purpose of training and development and how did the training and development influence the employees better the quality of work?

R. Q – 4.) How did the training and development practice help the growth and development of N.M.P.T?

R. Q – 5.) Does Training and Development have the probity of work life, unity and integrity in the work force at N.M.P.T.

OBJECTIVES

The major purpose of the research study is to examine and report on the system of training and development programmes in N.M.P.T. the objectives of this study are:

1. **To study the existing training and development programmes undertaken for different levels of employees in NMPT.**
2. **To examine the training and development policy in NMPT.**
3. **To analyze the change in attitudes and performance level of employees who have undergone training and development.**
4. **To examine cost benefit ratio of training and development competency mapping of the employees in N.M.P.T.**
5. **To know if the training and development helps the employees to improve their quality of work life.**
6. **To find out whether training and development schemes have positive effect on performance of the employees and productivity.**

HYPOTHESIS OF THE STUDY

Based on the research problems, objectives, and intensive review of earlier studies the following research hypotheses have been formulated for further investigation in this study and also tested the hypothesis.

H1: The quality of training and development activities at NMPT have a positive impact on employee's performance and productivity.

H2: There is a positive and significant correlation between the training and development quality of work life and competency mapping of the employees.

H3: The quality of trainer has a positive effect on NMPT employees.

H4: The training and development activities at NMPT are not based on cost benefit analysis and are unplanned and unsystematic.

H5: Highly participative, probity in workplace and unity and integrity have got a significant impact on the native of training and development in N.M.P.T.

RESEARCH METHODOLOGY

This study was exploratory in nature, the sampling method employed was proportional stratified sampling method. A questionnaire was developed after reviewing similar work undertaken by earlier scholars; a questionnaire was pre-tested (pilot study) for the sake of validity. On the basis of pre-tested feedback, some modifications were made in the content of the questionnaire and in placing of questions in order to make the questionnaire clear and easier to answer. The final questionnaire has four types, because in the NMPT employees are classified into 4 classes i.e. Class 1, class 2, Class3, Class 4. Accordingly questionnaire was administered.

Table showing the class and gender wise of the respondents.

Class of employees	Gender		Total
	Female	Male	
Class I Age 31-50	1	4	5
Group 51 & above	1	4	5
Total	2 (20%)	8(80%)	10
Class II Age 26-30	0	1 (5.6%)	1
Group 31-50	4 (22.2%)	2 (11.1%)	6
51 & above	4 (22.2%)	7 (38.9%)	11
Total	8 (44.4%)	10 (55.6%)	18
Class III Age upto 25 years	1 (0.6%)	2 (1.2%)	3

Group 26-30 31-50 51&above Total	0 52 (30.4%) 21 (12.3%) 74 (43.3%)	1 (0.6%) 39 (22.8%) 55 (32.2%) 97 (56.7%)	1 91 76 171
Class IV Age 31-50 Group 51 & above Total	44(44%) (11(11%) 55 (54.5%)	22(22%) 24(24%) 46 (45.5%)	66 35 101

Source: primary data

Three hundred respondents were drawn through proportionate stratified random sampling. In this study hypothesis were developed and tested. The hypothesis co-relation and chi-square test have also been applied for analysis and interpretation of data more effectively.

The data collection process was involved in approaching all the four types of employees which was collected from the administrative department under HRD cell. It was found that employees are categorized in four types according to their nature of work, designation, qualifications and experience. Therefore the researcher had to design a comprehensive questionnaire with regard to effective training and development of the NMPT employees.

The questionnaire design was preceded by discussions with several key employees in the NMPT, detailed review of literature relevant to the training and development pilot study was undertaken and the researcher personally interviewed all the class of employees.

Finally questionnaire was modified rewarding and changed the sequence of questions and unrelevent questions were eliminated. The questionnaire consist of 39 questions for class I employees both open

ended and closed ended questionnaires, in class II employees also, same number of questions and questions are thoroughly changed according to the requirements of training and development related aspects as administered. In class III employee's thirty five questions have been administered and class IV employees thirty seven question have been administered. The researcher personally met three hundred employees and interviewed completely and collected the complete data and processed the questionnaire; statistical tools were adopted such as chi-square test; co-related and regression analyses were used to analyze and interpret the primary data.

KEY FINDINGS:

Major findings of the research study are summarized below

- **In the NMPT there is no separate Human Resource Department. There is an HRD Cell under administration department. The administration department identifies the training needs of the employees. In the absence of separate Human Resource department in NMPT there is no employee centric training and development programms were conducted. The training and development programme decision was made by non H.R expertise personnel. Being a Well reputed organisation with 1,772 employees it is very much required a vibrant H.R department.**
- **The profiles of the respondents in NMPT were 300 drawn out of 1772 on the basis of stratified random sampling with proportionate sampling technique. Under that majority of the employees under the age group of 31 to 50 years.**
- **The NMPT employees are classified into four classes on the basis of their educational background and competency. The present existing numbers of employees of all the classes are 1772 consisting of**

Class I employees - fifty eight, Class II employees -hundred and one, Class III employees - one thousand seventeen and class IV employees - five hundred and ninety six.

- **According to the survey of respondents, on an average most of the employees are in the age group 31-50 years and the majority of them have experience of about 11-15 years or above 30 years.**
- **Seventy percent of the respondents have undergone more than three training programmes conducted in NMPT.**
- **Nearly sixty percent of the respondents attended traditional methods of training like lecture methods, on the job and off the job training programmes.**
- **In NMPT more than ninety percent of the employees are not aware of self financed training programmes related to competency building and excel their jobs.**
- **It is evident that eighty percent of the training programme conducted for the NMPT employees are outside the organization in collaboration with NMA and IIPM.**
- **More than eighty percent of the respondents are not satisfied with the training method and models and it is not useful for their day to day work.**
- **Majority of the respondents agreed that present training and development methods did not upgrade their skills, knowledge and development and ultimately there is no assertive behaviour in the organization.**
- **The study reveals that the financial incentives and objective of training programme should be clearly explained to the employees. There is no career development and financial benefit to the employees.**

- **Stimulation method of training should be focused more to port workers, its operations at minimum cost and maximum safety.**
- **In the N.M.P.T focus is more on mentoring and coaching of the employees, which is going to create trust and integrity.**
- **Training and development method should convert the employees more accountability and committed. It leads to increase in productivity and performance i.e. I * A = O.**

  I = Input A = Accountability O = Output

The quality of training and development activities at N.M.P.T has a positive impact on employee's performance and productivity.

category * Teamtrng Crosstabulation

			Teamtrng		
			no	yes	Total
category	class I	Count	0	10	10
		Expected Count	5.2	4.8	10.0
		% within category	.0%	100.0%	100.0%
	Class II	Count	2	16	18
		Expected Count	10.5	7.5	18.0
		% within category	11.1 %	88.9%	100.0%
	Class III	Count	133	38	171
		Expected Count	99.8	71.2	171.0
		% within category	77.8 %	22.2%	100.0%
	Class IV	Count	40	61	101
		Expected Count	58.9	42.1	101.0
		% within category	39.6 %	60.4%	100.0%

Total	Count	175	125	300
	Expected Count	175.0	125.0	300.0
	% within category	58.3 %	41.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	71.691	3	.000
Likelihood Ratio	78.181	3	.000
Linear-by-Linear Association	.044	1	.834
N of Valid Cases	300		

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.489	.000
	Cramer's V	.489	.000
N of Valid Cases		300	

The quality of training and development activities in the organisation certainly has positive impact on employee's performance and productivity. The performance and productivity of the employees can be measured in terms of technical efficiency possessed by the employees.

Value 0f p< 0.01 there exists association between quality of training and development activities and the symmetric measures supports the observation that there exists a strong positive impact of quality of training and development activities on the employees performance and productivity at 1% level of significance and the symmetric measures supports the observation that there exists a strong positive association

the training and development of the quality of work life employers (p=.000) at 5% level of significance

There is a positive and significant co-relation between the training and development of the quality of work life Employers.

There is significant association between the training and development of the quality of work life employers

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.535	.000
	Cramer's V	.535	.000
N of Valid Cases		300	

Since value 0f p< 0.01 there exists significant correlation between the training and development of the quality of work life employers at 1% level of significance.

It clearly indicates that quality of work life of the employees and training and development co-related each other, since value of P<0.01 there exists significant co-relation between the training and development of quality of work life of employers at 1% level of significance.

The quality of trainer has a positive effect on NMPT employees.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.830	6	.251
Likelihood Ratio	8.216	6	.223
Linear-by-Linear Association	.035	1	.852
N of Valid Cases	300		

Symmetric Measures

	Value	Approx. Sig.

Nominal by nominal	Phi	.162	.251
	Cramer's V	.114	.251
N of Valid Cases		300	

The above table clearly postulates that in the NMPT to outside trainers that IIPM (Indian Institute of Port Management) and NIPM (National Institute of Port Management) are conducted the training programme to NMPT employees. Majority of the employees opined that the training have highly effective and good.

Since value of P>0.05 there exists no relation between quality of trainer and class of NMPT employees. The quality of a trainer has no influence on the employees.

The training and development activities at NMPT are not based on cost benefit analysis and are unplanned and unsystematic.

-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.568[a]	6	.050
Likelihood Ratio	12.178	6	.058
Linear-by-Linear Association	.792	1	.373
N of Valid Cases	300		

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.205	.050
	Cramer's V	.145	.050
N of Valid Cases		300	

Training and development activities at NMPT are not based on cost benefit analysis and are unplanned and unsystematic

Since p=0.05 we reject the null hypothesis that Training and development activities at NMPT are based on cost benefit analysis and hence we accept H1 which leads to the conclusion that Training and

development activities at NMPT are not based on cost benefit analysis and are unplanned and unsystematic at 5% level of significance.

Highly participative, probity in workplace and unity and integrity have got a significant impact on the native of training and development in N.M.P.T.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.551	3	.000
Likelihood Ratio	40.967	3	.000
Linear-by-Linear Association	22.158	1	.000
N of Valid Cases	300		

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.402	.000
	Cramer's V	.402	.000
N of Valid Cases		300	

Probity in work place indicates the wealth and health of the organisation. The probity of the employees is action of day in and day out of their work life. The efficiency of probity leads to accountability, responsibility, discipline regularity and punctuality of the employees. The training and development methods must focus on probity of the employees in the work place.

Since significant two tailed p value $p < 0.01$ (we reject the null hypothesis that Highly participative, probity in workspace and unity & integrity have no impact on the native of training and development in NMPT and hence we accept H1)which leads to the conclusion that Highly participative, probity in workspace and unity & integrity have got a

significant impact on the native of training and development in NMPT at 1% level of significance.

An employee's competency mapping based learning has a positive effect on the training and development of the N.M.P.T.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	50.486	3	.000
Likelihood Ratio	40.523	3	.000
Linear-by-Linear Association	32.190	1	.000
N of Valid Cases	300		

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.410	.000
	Cramer's V	.410	.000
N of Valid Cases		300	

The above table indicates that majority class II, III and IV are opined that there is no training is based on competency mapping in the NMPT

Since significant two tailed p value p< 0.01 we reject the null hypothesis that An employee's competency mapping based learning has no effect on the training and development of the N.M.P.T and hence we accept H6 which leads to the conclusion that An employee's competency mapping based learning has a significant effect on the training and development of the N.M.P.T at 1% level of significance.

SCOPE AND LIMITATIONS

The present study was carried out in NMPT focusing mainly on the training and development of the employees, the role, importance, impact of the present training systems, performance of the employees, employees

classifications, evaluation of existing training system, cost benefit analysis, balance of employees personal and professional life, modern methods of training and satisfaction level of the employees. The research study closely examined the employees behaviour like passive, aggressive and assertiveness; mapping of the employees competencies, core competencies, professional competencies, career development, safety and health of the employees in NMPT.

The study also concentrated on coaching methods, mentoring, counselling and confidence and capacity building training methods for employees. As employees are the greatest asset to NMPT - to examine employees relationship, discipline, absenteeism, employees stress, professional integrity, ability and training audit.

This study attempts to throw sufficient light on training and development of NMPT employees. Though this study has been taken up with sincere efforts to accomplish the objectives, there were certain factors that held back the satisfactory completion of the study. These factors are

1. **Of the entire organization in NMPT only three hundred employees were drawn for the study.**
2. **Since the study is confined to "New Mangalore Port Trust, Mangalore", the findings and suggestions cannot be generalized to other ports in the country or abroad.**

CHAPTER CLASSIFICATION

The present study titled "A Study on Training and Development of NEW MANGALORE PORT TRUST EMPLOYEES' is co-ordinated in seven chapters as mentioned below.

CHAPTER 1

INTRODUCTION:- presents an overview of the training and development, concepts, importance of training and development in NMPT, stages in a systematic approach of training in NMPT, problems of training and development in NMPT, research questions, objectives and hypothesis . In addition sources and methods used for data collection, scope and limitation of the study is mentioned.

CHAPTER II: - REVIEW OF LITERATURE

In this chapter the review of literature pertaining to the current field of investigation is presented in three classifications such as Employee training, Employee development and Employees training and development. A critical review of literature has been made to identify and define the research gap, which will be addressed in this study.

CHAPTER III: - Profile of the NMPT and Respondents

This chapter provides profile of the NMPT, major achievements of the NMPT, training programme conducted by the NMPT, employees classification, organization design, class and gender of the respondents, Educational background, work experience of the respondents, department wise distribution of the respondents are discussed in detail.

CHAPTER IV: - Training and Development; Evaluation of Existing System

Evaluation of existing system, Cost benefit analysis, Balance of employees personal and professional life presents and examines the individual respondents who attended the training programmes, development graphs, modern training and development methods, various agencies conducted training and development method, satisfaction level of employees, skill based training & development method, passive, aggressive and assertiveness of the employees & behaviour. Cost benefits analysis and employee's balance of personal and their professional life.

CHAPTER V: - Competence Mapping Based Training and Development

In this chapter mapping the employee's competency, examine the core competencies, professional skills of the employees, career development, safety and health of the employees, coaching, mentoring and counseling methods, confidence and capacity building training methods.

CHAPTER VI: - Critical Assessment of Employee Attitudes Perception and Performance.

Identify and analyze the employee relationship with the NMPT, team training for performance templates, identify the critical assessment of employee's relationship, employees discipline and absenteeism, employee stress, professional integrity, ability, training audit. The research hypothesis have developed in chapter one were also tested and the results presented in this chapter.

CHAPTER VII: - Summary and Conclusion.

Presents a capsule summary of the major results, discussions, importance of training and development, findings of the study, recommendations. Finally, the chapter concludes by providing the directions for further results in the field of training and development.

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